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AUTHOR Martin, Robert A., Ed.
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ABSTRACT

The need to develop an awareness of the global nature of the agriculture industry is one of the major issues that students must begin to understand. A packet of instructional materials was developed to help teachers infuse a global perspective into units of instruction about agriculture and related topics. This document offers a series of activities that can be integrated in the curriculum. The activities included: (1) the rice-distribution system in Japan; (2) comparative agricultural production practices; (3) comparative horticultural practices; (4) comparative quality standards in agricultural marketing and distributing; (5) agricultural trade and culture; (6) food products and culture; (7) American and Japanese supervised experience programs; (8) comparing the FFA & FFJ Organizations; (9) commodities marketing; and (10) Japanese rice trade policy. A 14-item list of selected references and materials also is included. (DB)

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Introduction

The need for developing an awareness of the global nature of the agricultural industry has become one of the major issues of our time. It has become increasingly apparent that if a person is to be considered educated in agriculture, he/she must be cognizant of the inter-relationships of various agricultural systems and the governments, cultures and societies in which they function. It is no longer sufficient to know how to produce food and fiber and conduct or manage the many tasks in today's agricultural industry. Development and enhancement of one nation's agricultural system is unavoidably inter-woven with those of other nations. If these developments and inter-relationships are to be successful, it is critical that students of agriculture learn as much as possible about systems of agriculture in cultures and societies around the world.

This instructional materials packet was developed to help teachers "infuse" a global perspective into selected units of instruction. This packet is <u>not</u> a unit of instruction. The packet is a series of activities that can be used at various places in the curriculum. The main goal of the National Task Force on International Agriculture is to assist teachers with providing students a variety of activities, projects, and information that will broaden perspectives and add a deeper meaning to the study of all phases of agriculture. Teachers using this project should study it carefully and use these activities and other resources that will assist them in making agricultural education a global experience.

Robert A. Martin
Chairperson
National Task Force on
International Agriculture

Acknowledgements

The activities presented in this instructional materials packet were developed by participants in the 1989 international agricultural education infusion project.

This project is coordinated and managed by the National Task Force on International Agricultural Education as a major program effort of The National Council on Agricultural Education. The program was funded by the United States - Japan Foundation through a special project of the National FFA Foundation.

Two state teams - California and Michigan - were selected through a national review process to participate in this program. The development of instructional materials - student activities - represents one of four phases of the project. The other phases included: Host Country Experienced, Teacher Inservice Program and Evaluation of Impact. This packet represents the efforts of the following individuals to whom appreciation is gratefully acknowledged.

California

Vince Bruno - Watsonville High School
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Warren Reed - State Department of Education

Michigan

William Bartow - Alpena High School
Tom Beckner - Litchfield High School
Jim Johnson - Alcona High School
Eddie Moore - Michigan State University
Bradley Webster - Fulton High School

Task Force on International Agriculture

Robert A. Martin - Chairperson
Iowa State University
Jack Keller - Coordinator
The National Council
Les Olson
State Department of Education - Kansas
Lennie Gamage
National FFA - International Programs
Richard Welton
USDA - Retired
Jeff Brazo
National FFA Foundation
Gary White
North Fayette High School

Typist

Barbara Olson

Artwork

Kenneth Glaser

Edited By:

Robert A. Martin
Associate Professor
Department of Agricultural Education & Studies
Iowa State University
Ames, IA 50011
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Infusing a Global Perspective into the Study of Agriculture

Student Activities

Volume I

The National Task Force on
International Agricultural Education
1989-1990

The National Council on Agricultural Education

A Student Activity
for
Infusing an International Perspective
into an
Agricultural Marketing Unit or Related Units
in Agricultural Education

The Rice Distribution System

in Japan

Purpose

The main purpose of this activity is to help the student understand the Japanese food distribution and marketing system. The ultimate goal is to have students compare and contrast this system to that of the United States.

Rice Distribution Systems in Japan

Plan of Action

Student Performance Objectives:

1. Explain the rice distribution system used in Japan.
2. Identify the major participant groups in the distribution system and explain their functions.
3. Compare and contrast the Japanese Food Distribution System and the U.S. System.

Procedures for Instruction:

1. Share introductory information - lecturette, handout, discusssion.
2. Display overhead of Rice Distribution System.
3. Distribute the instructional sheet, information on participants and the worksheet.
4. Review the material with the students so they understand what they will be doing in this activity.
5. Arrange students into their respective groups.
6. Distribute the same amount of money to each group, except the farmer group.
7. Give the farmers the rice to start moving it through the system.
8. Make sure everyone remembers that his/her group will also need to purchase a week's worth of rice, since everyone is a consumer.
9. Have students complete the worksheet (in their groups or individually) after the completion of this activity.

Suggestions for Instruction:

1. Incorporate or "infuse" this activity into a lesson/unit on marketing and/or trade.
2. Five 1 pound bags of rice is probably the minimum needed. You may want to substitute something to symbolize the rice that cannot be spilled.
3. Students can be arranged in groups depending on class size.
4. Provide some guidelines for those students determining prices (government officials, wholesalers, retailers). You might suggest figures that correspond with the denominations of money that you may be using.
5. Students may want to construct signs indicating who their group represents.

6. If time permits, have students switch roles so each person can experience being a wholesaler or retailer.

7. Teacher or a student can be the designated banker.

8. After class has been through the exercise you might go through it again without the government setting the price. Allow the Agricultural Cooperative officials to negotiate directly with the wholesalers on the price.

Materials Needed for Instruction:

1. Rice - in five 1 pound bags as a minimum amount.

2. Scales

3. Containers - plastic or paper bags to hold rice.

4. Real or fake money.

5. Markers to use on the bags or rice.

6. Materials to make signs.

Evaluation Activities and/or Questions

1. Diagram and label the Rice Distribution System.

2. List two of the participant groups in the diagram and describe their functions.

3. Name two segments of this system that typically mark up the price to earn a profit.

4. List one way that the Japanese food distribution system is similar to distribution of food products in the USA.

5. List one way the two systems differ.

6. Establish points/grade for group activity.

References:

Contact above organization for films or printed materials on cooperatives in Japan.

1. Illustrated Today's Japan, Japan Travel Bureau, 1988.

2. ZEN-NOH
National Federation of Agricultural Cooperative Associations
8-3, Otemachi 1-chome
Chiyoda-ku
Tokyo

Japanese Rice Distribution System

Introduction

Rice has always been and continues to be Japan's staple food. Japan's annual rice production amounts to approximately 10 million tons, almost all of which is consumed as food. The amount of rice consumed per person per year amounts to approximately 165 pounds (75 kg.).

All of the rice produced and consumed in Japan is controlled by the government under the Starch Food Control Law. About 60% of the rice distributed is known as government-controlled rice which the government purchases from producers and sells to authorized wholesale dealers. ZEN-NOH (National Federation of Agricultural Co-operatives Associations) collects this rice from producers through primary level cooperatives and prefectural federations and sells it to the government with the price determined by the government.

The remaining 40% of the rice is known as semi-controlled rice which ZEN-NOH collects in the same way as the government-controlled rice and sells on behalf of the government to authorized wholesalers, with the price determined by negotiation. Semi-controlled rice, a rice of higher quality, is distributed at a higher price level than that of government-controlled rice.

Japan is a major trading partner with the U.S. and is projected to be a major importer of more of our agricultural products. This activity could be used in discussions about overseas markets, their complexities, and the difficulty US traders have in dealing with them.

The distribution routes for agricultural and industrial goods on the way to the consumer are quite complex, and tend to force up prices, make it difficult for foreign companies to establish local footholds and create other problems. As a result, simplification of the distribution system looms as a pressing theme for the Japanese economy.

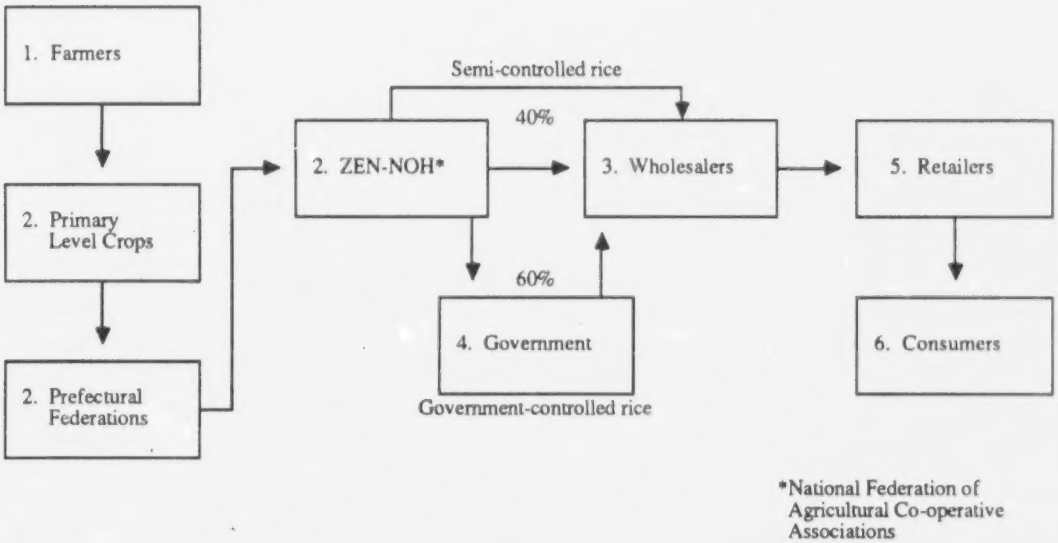
Rice is the main staple food of the Japanese people. The government buys up all rice, for sale at prices lower than at what it is purchased. This has resulted in economic stability for farming households, although the costs of this arrangement has generated a heavy financial burden for the nation.

Instructions for Activity

Look at the flow chart of the rice distribution system (on the overhead and/or on the next page). Each of the major steps along the route of this system will be represented by various people in the class. Everyone should consider him/herself a consumer and will need to buy rice (unless he/she doesn't eat). All of the positions to be performed in this activity are described on the next page. Each person should read through all of the position statements to be familiar with what takes place throughout the system.

Once you know what role you will be representing, you will get into a group with other members of the class in that same position. Look over again the description of your particular function in this distribution system. Each group will receive the same amount of money to take care of its transactions, except the farmer group, which will start out with the rice. After the activity is finished you will be completing the worksheet in your group. You could begin looking at it during the activity if time permits.

Japanese Distribution System
Rice



*National Federation of Agricultural Co-operative Associations

Participants in the Rice Distribution System in Japan

1. The Producer Group (Farmers) - Will begin moving the rice through the system. Be sure to have some of the rice (40%) designated as High Quality Rice (which is semi-controlled).

2. ZEN-NOH (Primary Level Coops, Prefectural Federations) - Weighs the rice collected from producers. They then give a receipt and money for the rice received. This group must be informed of the established price by the government group before paying the producers. This group can also sell (on behalf of the government) the higher quality, semi-controlled rice directly to wholesalers. They must negotiate the price, which is always higher than the government set price. ZEN-NOH receives payment (from Wholesalers) then pays the producers 80%, the government 15%, and keeps 5% for commission.

3. Wholesalers - Purchases rice from government (at set price) or from ZEN-NOH at a negotiated price. Marks up price before selling to retailers.

4. Government - Sets price for 60% of rice. Buys from ZEN-NOH and sells to Wholesalers at prices lower than at what it was purchased. Receives 15% of negotiated price of semi-controlled rice from ZEN-NOH.

5. Retailers - Buys both types of rice from Wholesalers. Marks up the price and then sells to consumers.

6. Consumers - Japanese consumer eats approximately 165 pounds/year (75 kg). In today's activity, he/she will purchase about one weeks consumption. This is about three pounds.

Rice Distribution Worksheet

1. What role did you perform in this exercise

2. How much money did you earn or lose in this position?

3. Which segments of this system would mark up the price to earn a profit?

4. Name two ways this system is similar to the distribution of food products in the US. Name two ways that it is different.

5. The current price of rice at the local store is _____/lb. What would the cost of rice be for one year per person at the current US price? (price/lb. x 165).

   The Japanese consumer has to pay approximately three times more per pound for rice. What would the cost of a year's supply of rice be for the average Japanese consumer? (US price/lb. x 3 x 165).

6. If you were living in Japan, what changes would you recommend take place in this distribution system? How would these changes benefit all consumers?

7. Name a food item you eat weekly. _____

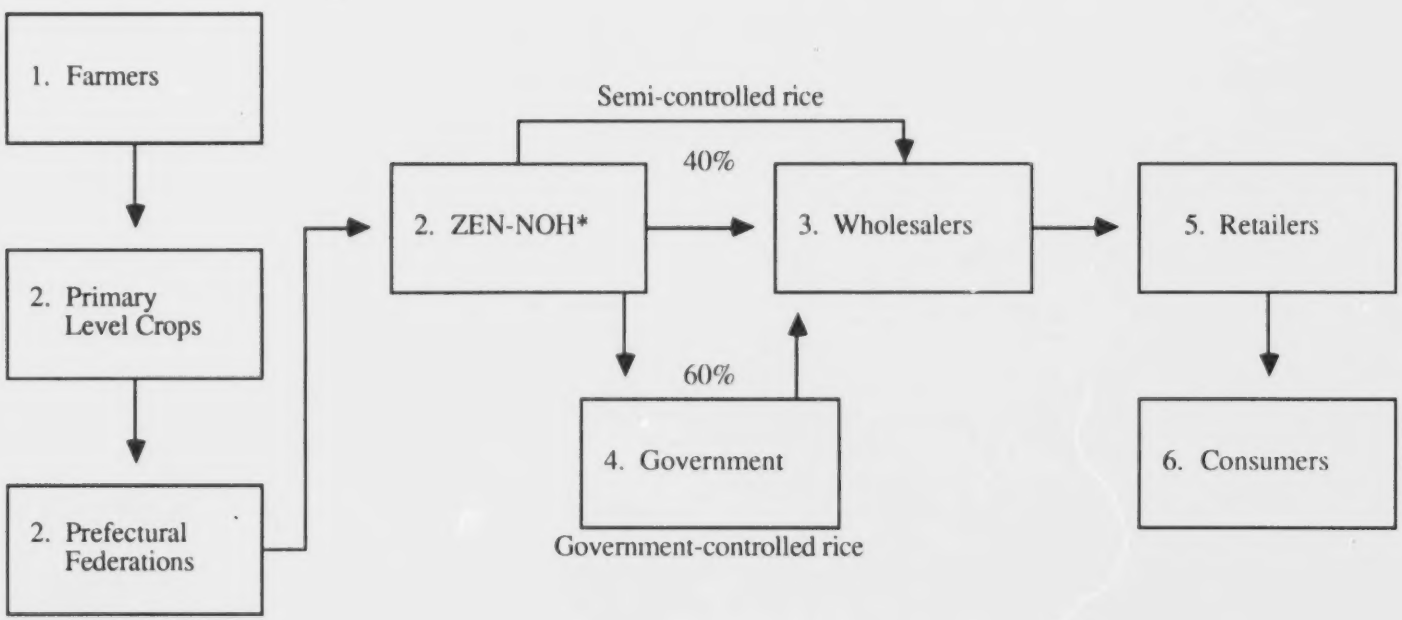
   How much does it costs? _____

   How much would it cost if you were living in Japan? (x 3) _____

   Multiply the cost to the Japanese by 52 to see what it would cost them to eat that item for one year. _____

   If you (or your parents) had to spend considerably more money to eat, how would this affect your standard of living? (What would you spend less on in order to have enough money for food).

Japanese Distribution System
Rice



*National Federation of Agricultural Co-operative Associations

A Student Activity
for
Infusing an International Perspective
into
Units of Instruction in
Production Agriculture

Comparative Agricultural Production Practices

Purpose

The main purpose of this activity is to help the student become familiar with agricultural production practices used in various parts of the world. The focus is on comparative agricultural systems.

Comparative Agricultural Production Practices

Plan of Action

Student Performance Objectives:

1. Identify agricultural production practices used in various parts of the world.
2. Explain how physical and societal factors affect the evolution of agricultural production practices.
3. Identify current and prior agricultural production practices in a community in the U.S.
4. Design a small scale agricultural production enterprise and compare it to that of a farmer in a developing country.

Procedures for Instruction:

1. Discuss with the class the agricultural production practices currently used in the community. Assist students to think in terms of size and type of equipment, size of operations, cultivation and harvesting techniques, type of livestock/crop operations, agricultural practices unique to their geographical area and other pertinent factors.

   This activity may be supplemented by assigning students to visit with individuals who have been engaged in agricultural production for at least 25 years. Have the agriculturalist explain how agricultural production practices have changed since he/she was first engaged in agriculture. Have the student prepare a report and present before the class.

   Strategies - Students are introduced to agricultural practices through their frame of reference - the local community. By meeting with and interviewing an adult they develop their one on one communication skills and learn to take oral information obtained in the interview and organize it into an oral class presentation.

2. Divide the class into small groups (5-7). Have them brainstorm to determine factors which might influence the type of production practices put into use by any given country or region of a country. Each group should select a recorder and a reporter. Each reporter will report back to the class at the end of the discussion time. The responses will vary. The instructor or a selected student can record the responses on the blackboard/overhead. A sampling of answers may include land availability, planting/growing/harvesting seasons, soil type, topography, climate, economics, etc. The instructor may need to help the students draw out more abstract ideas such as culture, traditions, government policies, etc.

   Time should be taken at the end of this activity to review with the students the factors that have resulted in the USA being a leader in agricultural production. It is important that the instructor include the Land Grant System, Soil Conservation Service, Agriculture Education, etc. in any discussion about the success of American agriculture.

Strategies - Students develop interpersonal skills by learning to work in group situations. They should be encouraged to give responses freely.

3. Have each student select a country they may wish to visit, locate it on a world map and present a report on agricultural production practices used in that country. Have the class collate the information from the reports. Encourage class discussion with pertinent questions. e.g. What similarities are there between countries? regions of the world? How do the agricultural practices used in other parts of the world compare with those used in the local community? What factors discussed in activity one might have helped to determine the practices used.

   Strategies - This is a discovery learning activity. The class or the instructor may wish to invite Returned Peace Corps Volunteers, WEA students, exchange students or others with international experience to discuss their experiences with the class. The instructor may wish to encourage students to contact Ministries of Agriculture, Regional Study Centers located at selected universities and Institutes of International Agriculture located at universities such as Michigan State University to assist students in obtaining up-to-date information.

4. Review with or instruct the class on methods of land measurement. Divide the class into small groups (3-5 students). Have each group measure a parcel of land equal to one hectare (10,000 square meters). Small parcels may be used if space is limited. Each group must plan how it will productively use its "farm". In other words, what crops/livestock they will raise along with the method of production.

   When the plans are completed, have the groups return to their plots and "label" the various sections of their farm using flags or stakes. Each group should give a farm tour explaining its farm set-up.

   Strategies - The instructor may wish to put certain limitations on the plans before the start of the exercise: Example - 25%-75% of the plot must provide food for the subsistence of the family. The class should be prepared to evaluate the different farm operations on criteria determined before the exercise begins. Several discussion questions can be generated from this exercise e.g. Did the group match the equipment with the size of operation? What are alternate methods of production? Will the farm provide enough income for the family?

Materials Needed for Instruction:

Measuring Tape (Metric)
Field Flags or Wooden Stakes
Drawing or Graph Paper
World Maps
Open areas where "farms" can be plotted
Blackboard/Overhead
Audio-Visual Equipment

Evaluation Activities and/or Questions:

Activities 1, 2, and 3 may be tested objectively covering information presented in the class. Activity #4 may be evaluated using criteria in place for other lab or field exercises. The instructor should inform students of the evaluation criteria prior to the exercise.

References:

Coulter, Kyle J. and others, Employment Opportunities for College Graduates in Food and Agricultural Services: Agriculture, Natural Resources, and Veterinary Medicine, U.S. Department of Agriculture, Washington, DC, 1986.

Foreign Agricultural Service, Foreign Agriculture, Vol. 26, No. 2, Washington, DC, USDA, February 1988.

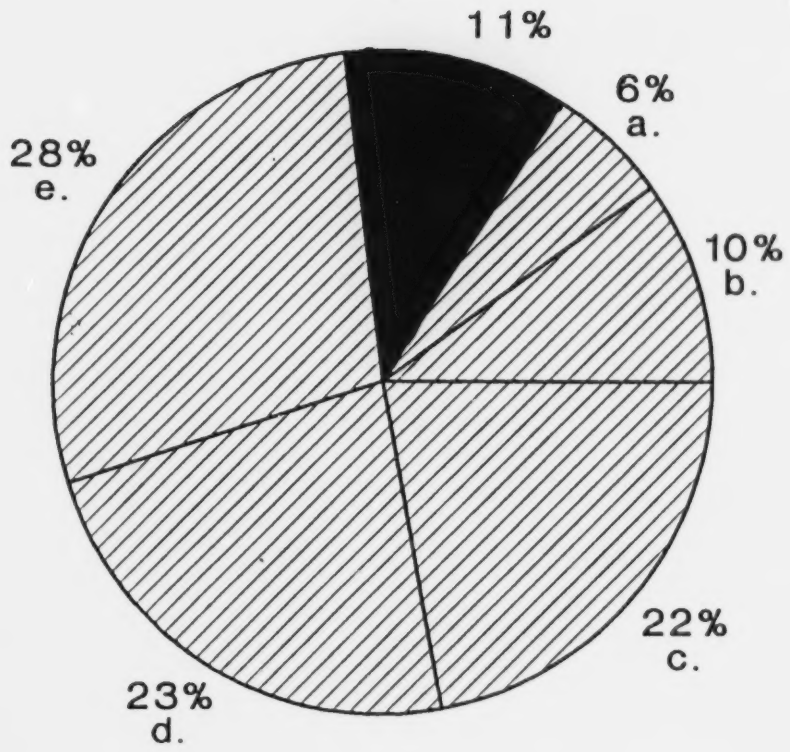
Hoffman, Mark S., ed., The World Almanac and Book of Facts: 1988, New York, World Almanac, 1988.

Whatley, Booker T., How to Make $100,000 Farming 25 Acres, Regenerative Agricultural Association, Emmaus, PA.

Supplementary Information:

The attached transparency masters may help students understand the various aspects of comparative agricultural systems.

World Soil Suitable for Agriculture



No limitations

Limitations:

a. permafrost

b. too wet

c. soil too shallow

d. chemical problems

e. too dry

Source: FAO

TEN LARGEST WORLD PRODUCERS OF MILK

Producers	1985
Soviet Union	31.87%
United States	21.18%
France	10.76%
West Germany	8.37%
India	6.03%
Poland	5.31%
United Kingdom	5.30%
Netherlands	4.09%
Italy	3.59%
Brazil	3.50%

Note: Percentages given are in relation to the 10 largest world producers and do not include the remaining world producers.

Source: Encyclopaedia Britannica Yearbook 1986 (percentages calculated).

Transparency 2

TEN LARGEST WORLD PRODUCERS OF SWINE

Producers	1985
China	54.38%
Soviet Union	13.54%
United States	9.39%
Brazil	5.21%
West Germany	4.10%
Mexico	3.30%
Poland	3.06%
Romania	2.57%
East Germany	2.29%
Netherlands	2.15%

Note: Percentages given are in relation to the 10 largest world producers and do not include the remaining world producers.

Source: Encyclopaedia Britannica Yearbook 1986 (percentages calculated).

TEN LARGEST WORLD PRODUCERS OF EGGS

Producers	1985
Soviet Union	22.15%
China	21.87%
United States	20.73%
Japan	10.98%
France	4.69%
India	4.16%
West Germany	4.05%
Brazil	4.05%
Mexico	3.88%
Netherlands	3.46%

Note: Percentages given are in relation to the 10 largest world producers and do not include the remaining world producers.

Source: Encyclopaedia Britannica Yearbook 1986 (percentages calculated).

Transparency 4

TEN LEADING EXPORTERS OF CORN

Exporters	1980	1985	1986*
United States	77.62%	55.12%	63.79%
Argentina	11.55%	12.88%	8.37%
China	0.16%	11.19%	6.70%
France	3.02%	8.52%	9.88%
Thailand	2.72%	6.42%	4.69%
Belgium/Luxembourg	2.21%	1.33%	1.42%
Yugoslavia	0.38%	2.50%	3.01%
Romania	0.98%	0.35%	1.25%
Canada	1.34%	1.14%	0.25%
Italy	0.02%	0.55%	0.64%

Note: Percentages given are in relation to the top 10 leading exporters and do not include the remaining world exporters.

* Preliminary

Source: Hoffman, Mark S., ed. The World Almanac and Book of Facts: 1988. New York: World Almanac, 1988 (percentages calculated).

TEN LEADING EXPORTERS OF WHEAT

Exporters	1980	1985	1986*
United States	45.72%	27.54%	28.92%
Canada	18.05%	19.56%	21.98%
France	14.89%	18.77%	16.41%
Australia	10.63%	17.65%	15.70%
Argentina	4.26%	4.76%	4.66%
Hungary	0.78%	2.10%	1.15%
United Kingdom	1.23%	2.87%	6.07%
Italy	1.81%	2.80%	2.58%
West Germany	1.67%	3.12%	2.20%
Greece	0.95%	0.83%	0.33%

Note: Percentages given are in relation to the top 10 leading exporters and do not include the remaining world exporters.

* Preliminary

Source: Hoffman, Mark S., ed. The World Almanac and Book of Facts: 1988. New York: World Almanac, 1988 (percentages calculated).

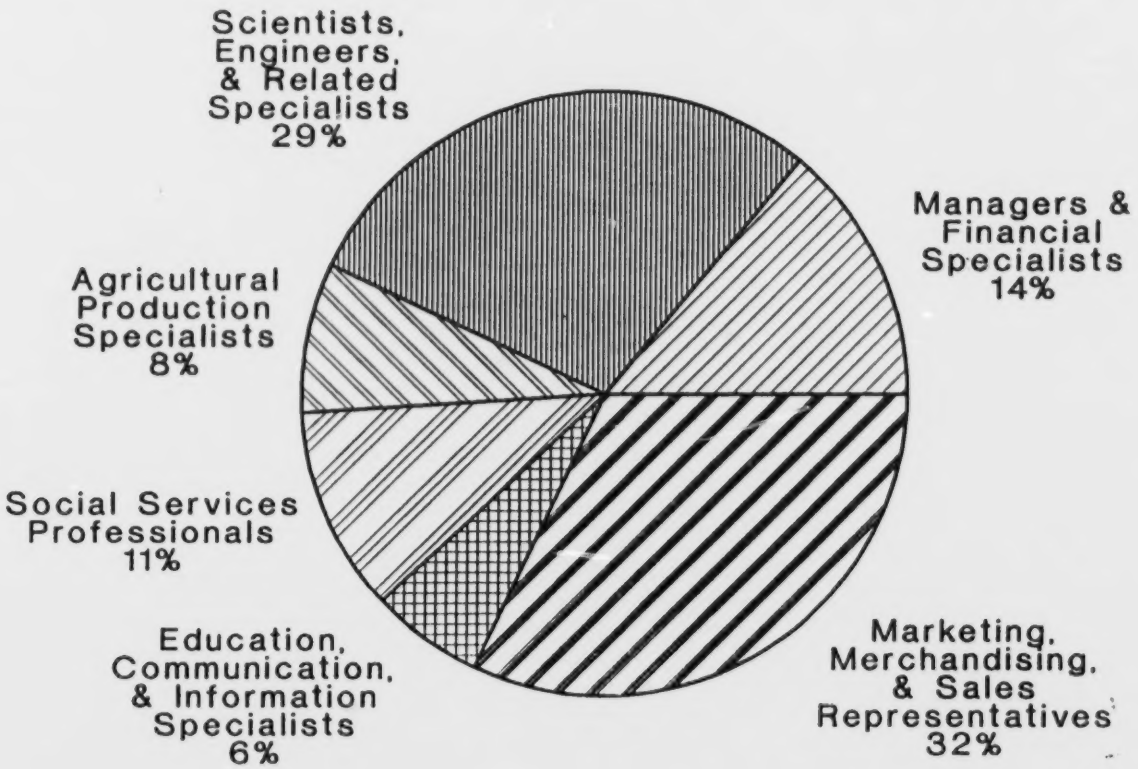
Transparency 6

SELECTED CAREERS AS AGRICULTURAL PRODUCTION SPECIALISTS

Farmer
Feedlot Manager
Fish Farmer
Forest Manager
Game Rancher
Fruit and Vegetable Grower
Nursery Products Grower
Professional Farm Manager
Rancher
Tree Farmer
Turf Producer

Source: COULTER, KYLE J. and others. "Employment Opportunities for College Graduates in the Food and Agricultural Sciences: Agriculture, Natural Resources, and Veterinary Medicine." U.S. Department of Agriculture. Washington, D.C., 1986.

DISTRIBUTION OF EMPLOYMENT OPPORTUNITIES FOR COLLEGE GRADUATES (B.S., M.S., and Ph.D.) THROUGH 1990


Scientists, Engineers, & Related Specialists 29%
Managers & Financial Specialists 14%
Agricultural Production Specialists 8%
Social Services Professionals 11%
Education, Communication, & Information Specialists 6%
Marketing, Merchandising, & Sales Representatives 32%

Source: COULTER, KYLE J. and others. "Employment Opportunities for College Graduates in the Food and Agricultural Sciences: Agriculture, Natural Resources, and Veterinary Medicine." U.S. Department of Agriculture. Washington, D.C., 1986.

A Student Activity
for
Infusing an International Perspective into
Units of Instruction in
Horticulture

Comparative Horticultural Practices

Purpose

The main purpose of this activity is to help students to become familiar with various vegetable crops produced around the world. The focus is on comparing various ethnic foods and how they might be grown and prepared.

Comparative Horticultural Food Crops

Plan of Action

Student Performance Objectives:

1. Identify a variety of ethnic food and vegetable crops grown in selected countries.
2. Describe cultivation practices of vegetables grown in selected countries.
3. Conduct experiments in which various vegetables are grown.
4. Conduct a taste test of selected vegetables prepared in unusual ways.

Procedures for Instruction:

1. Brainstorm a list of unusual vegetable/food crops. Scan seed catalogs for pictures and descriptions of unusual vegetable/food crops. Have students research the following information and put it in a chart: Name of plant/vegetables; best growing conditions, appropriate soil temperature; nutrients required; water and light requirements; food preparations; parts of the world where vegetable is grown. Identify on a world map. Have each student present an oral report of one major vegetable crop that is considered "exotic".

2. In conjunction with a photosynthesis experiment or other plant science studies, conduct a "growth experiment" using Japanese Rice, Chinese Cabbage, eggplant, turnip, Japanese Melon, and Cucumber. Allow students to germinate seeds in the school greenhouse or other school facility and transplant as needed. Study and keep records of the growth patterns of the vegetable crops. Lead a discussion on comparing vegetables grown and prepared in various ways in the USA to other ways in selected countries.

3. Collaborate with the Family and Consumer Science (Home Economics) Department of the school and have students prepare and "taste-test" the various vegetables prepared according to ethnic traditions. Discuss traditions related to the growth, production and consumption of food - comparing American traditions/customs to those of other nationalities. Enumerate the likenesses and differences and the reasons for appreciating the various "food" traditions.

Materials Needed for Instruction:

World Map
Seed Catalogues
Seeds - Selected Vegetables
Greenhouse Facility
Packets of Seeds (To be used as reference materials)

Evaluation Activities and/or Questions:

Evaluate charts and the oral presentation. Evaluate the "growth experiment" and the records kept on it. Establish criteria and inform students of the criteria and numerical value of the various exercises or projects. It is recommended that each

activity be given a quantitative as well as a qualitative evaluation with clear student expectations.

Why are selected vegetables more popular in some countries than they are in others?

How are these vegetables prepared for consumption in various parts of the world?

How are these vegetables stored for future use?

What is the storage life of these vegetables in the various parts of the world they are grown?

What human nutritional value does each vegetable possess?

How are these vegetables grown in various parts of the world?

References:

Organic Gardening Magazine, Rodale Press, Inc., New York, NY.

Sunset Magazine, Lane Publishing Co., Melo Park, CA.

The American Nurseryman, American Nurseryman Publishing Co., Chicago, IL.

Producing Vegetable Crops, J. P. McCollum, The Interstate Printers and Publishers, Inc., Danville, IL.

Sunset Western Garden Book, Lane Publishing Co., Menlo Park, CA.

A Student Activity for
Infusing an International Perspective
into an
Agricultural Marketing Unit or
Agricultural Sales and Service

Comparative Quality Standards
Agricultural Marketing and Distribution

Purpose

The purpose of this activity is to develop an appreciation for different standards of quality and cultural preferences regarding agricultural products.

Comparative Quality Standards in Marketing and Distribution

Student Performance Objectives:

1. Identify quality standards for selected products bought and sold in various countries.

2. Explain the importance of quality standards in marketing agricultural products in selected world markets.

3. Compare and contrast cultural preferences regarding the marketing of selected agricultural products in various world markets.

Procedures for Instructors:

It is suggested that the following activities be used after the students have been introduced to the basic principles of marketing. However, the activities could help set the stage for learning the basic marketing principles if the instructor determines that the students are capable of learning as a result of using this approach.

1. Identifying Quality Standards

   A. Establish student committees. Group sizes and numbers will be determined by the size of your individual classes.

   B. Obtain samples of high and low quality products for class use, ie. fruits, vegetables, or other products which have obviously production quality differences.

   C. Introduce the inferior products to half of each group and quality products the other half (preferably without the student's knowledge of the differences in the products).

   D. The groups will assess the quality of each of the items and establish criteria which determine quality standards. Each group will develop a written statement to report their quality standards.

   E. Compare the group's standards of quality to USDA standards.

2. Buying and selling products in the World Marketplace.

   A. Establish student groups as follows:

      1. Group A: Buyer groups from selected countries.
      2. Group B: Seller groups from USA or provider country.

      (Group size and numbers will be determined by the size of your individual classes.

   B. The groups must select the country they will represent and learn as much as they can about its cultural preferences etc. regarding selected foods,

products etc. A major part of this exercise could be researching information on cultural product preferences.

C. The exercise should be treated as a buyer/seller situation following basic marketing concepts.

D. The seller group must decide on a product it will try to "sell" to the buyer group. The seller group will decide upon and role play their selling strategy.

E. The buyer group must evaluate and taste-test the food product based on its cultural standards for the country selected. A written evaluation sheet will be completed.

F. Conclusions should be drawn by each group as to the desirability and marketability of each product.

G. A variation of this exercise would work well by trying to introduce a single product made for American markets ie. hotdogs, chicken nuggets, tator-tots. (See student activity forms).

Materials Needed for Instruction:

Product/Commodity for Evaluation
Reference Material
Questionnaire

Evaluation Activities and/or Questions:

Complete the questionnaire.
Develop a list of quality standards and compare to USDA Standards.
Evaluate group work.
Evaluate group buyer-seller role play.
Establish points/grade for each activity.

References:

Supply and Demand Trends in World Food Products, N#1988.

The World Food Chain From Consumption to Production, N#1987.

Using Proper Etiquette and Behavior, N#8366.

Above items available from Texas A&M University, FE Box 2588, College Station, TX 77843-2588.

Quality Standards
Buying and Selling Activity

1. Group A: Buyers Group

    * This group must be prepared to ask questions about the product; price quality, seasonal consistence, food quality integrity, shipping costs, credibility of supplier, credit requirements, special considerations, shipping length, market life, chemicals used in production, import requirements, etc.

    * Buyers must be prepared to taste test products.

    * Buyers must decide the probability of purchasing or denying purchase of this product for import. Will the public buy it? Why or why not?

    * Evaluation should include a critique by each group expressing why they did or did not buy the product, and a critique by the instructor pointing out the benefits and pitfalls of introducing products on foreign markets.

2. Group B: Sellers Group

    * This group must be prepared to present their product (ie. a new product on the international market) to the buyers group. They should be prepared to answer all questions fielded from group A, and should make a formal presentation of the product(s) to include visual aids, products for tasting, and cooked or processed products for demonstration.

    * Sellers should be prepared to evaluate and understand group A and its demands based on cultural preferences.

Quality Standards
Product Marketing Activity

1. Do you feel the product presented is appropriate/in-appropriate for import?

2. Please critique the sellers' presentation and give reasons why you did/did not purchase the product.

3. Why did the product meet/did not meet your quality standards?

4. If the product did not meet your standards, if it were improved and re-introduced to you, would you consider purchasing it? Why or why not?

5. Did you feel the product was properly introduced to you, and did you understand its' potential for import?

6. If you chose not to purchase the product, please explain what portion of the presentation disinterested you in the product (ie., product, communication techniques, presenter, quality of the product, taste, cultural preferences, etc.)

A Student Activity
for
Infusing an International Perspective
into
Units of Agriculture in
Agricultural Education

Agricultural Trade and Culture

Purpose

The main purpose of this activity is to help students describe the impact that "culture" has on trade between the U.S. and other countries.

Agricultural Trade and Culture

Action Plan

Student Performance Objectives:

1. Define the term "culture."
2. Describe the components that make up a culture.
3. Compare and contrast the U.S. culture to countries that import the largest amounts of U.S. agricultural products.
4. Describe the impact that cultural differences have on conducting agricultural trade between the U.S. and other countries.

Procedures for Instruction:

1. Share the introductory information sheet - via lecturette, handout, and/or discussion.
2. Share information on overhead transparencies - via lecturette, handout and/or discussion.
3. Divide the class into three or four countries, some having a low context culture and some that have high context cultures. Each group is given the assignment to research the cultural characteristics of their country and compare it to the United States. A written report and/or oral presentation could be given to the class by students using slides, community resource personnel, and examples of customs, foods, clothing and language of the country.
4. Conduct a role play using agricultural trade as the reason for the meeting between the United States agricultural company and a Japanese company (country). Students would use the knowledge gained in activity number one to determine not only the commodities that may interest them as a country, but the attitude and approach that they would use in conducting the trade. Students should be encouraged to dress according to accepted standards in the country being role-played and to model the customs and manners that would be involved in doing business. During the role-play, class members should be directed to identify the cultural factors that impacted the possible trade between the two companies. Following completion of the role-play, students should list the cultural factors that were identified and discussed how these cultural barriers could be overcome.
5. Assemble a panel of business people from the community who have different cultural backgrounds or who have participated in international marketing of agricultural products. Panelists would be asked to describe specific aspects of their culture and to compare and contrast their native culture with the U.S. Also, questions relative to how cultural differences impact on international trading between countries would be discussed.

Materials Needed:

1. Overhead Projector
2. Handouts - Information Sheet
3. Activity Explanation Sheet. It may be useful to have student activities fully explained on a separate handout.
4. Access to school library
5. World Map

Evaluation Activities and/or Questions:

1. What is the definition of the term "culture?"
2. What are the components or major characteristics of a culture?
3. How does Japanese culture differ from American culture?
4. What cultural characteristics have the greatest impact in conducting agricultural trade between countries?
5. Establish point-value for each student activity.

References:

1. Encyclopedia of the Social Sciences, Volume 4, The MacMillan Company, New York.
2. Kada, R. (1988). The Future of U.S. Japan Agricultural Relations: Economic Issues, Department of Agricultural Economics, University of Wisconsin, Madison.

Information Sheet
Agricultural Trade and Culture

1. The term "culture" refers to a particular stage of development in civilization, the characteristic features of such a stage or state include social heritage and shared patterns of behavior.

2. The primary components or characteristics of a culture include religion, values, beliefs, language, food or diet, social system or organization, transportation, clothing, housing, family and education.

3. There are basically two categories into which cultures can be classified. They are high context cultures and low context cultures.

   A. High Context Cultures - A high context culture is characterized by a long collective history, homogeneity of language, religion and race within the country, identification with wars and holocaust experiences and an attitude among the people that identifies more with where individuals are from rather than what type of job you have. Examples of high context cultures include: China, Japan, France, Israel, Iran, etc.

   B. Low Context Cultures - Low context cultures are characterized by comparative youth as a country and culture, diversity of religious beliefs, languages and ethnicity, less identification with the past events of history and more emphasis on current and future events. People project an attitude of being more interested in what you do rather than where you are from: Examples includes: United States of America, New Zealand, Canada, West Germany, Australia, etc.

4. Impact of culture on agricultural trade. Cultural differences have a major impact on conducting agricultural trade between the U.S. and other countries. There are many differing cultural characteristics that can be used as examples ranging from religious beliefs and communication to diet and attitudes based on historic events. Following is an example of how cultural barriers in Japan have influenced the government to continue a protectionist policy toward rice

Aspects of Rice Culture and Traditions in Japan

Though obscure, a very strong uneasiness about the rice market opening is related to the deeply-rooted rice-based culture and traditions in Japan. Most of the thanks-giving festivals all over Japan and other cultural activities are even now connected with the peoples' desire for a good harvest of rice. The value of cultural heritage, based on rice, paddy field and rural communities, is still alive and vital to contemporary Japan, in spite of visible modernization. In summary, a discussion over the issue of rice import liberalization reveals the following points: those who oppose rice import liberalization emphasize the significant values played, directly and indirectly, by rice and paddy fields, such as the importance to the regional economy, external benefits, food security, and other environmental and cultural reasons. Those who favor opening the rice market tend to emphasize narrowly defined economic benefits, for reasons of solving trade friction problems and increasing consumer benefits. As time has passed, more and more people have been inclined to support the former position. Today, the discussion appears to relate more to socio-economic and political elements than narrowly defined economic benefits (Kada, 1988).

Definitions of the term "Culture:"

* Social heritage;

* Shared patterns of behavior;

* Stage of advancement in a civilization

Transparency 1

Comparison of the United States' and Japan's General Cultural Characteristics

	U. S.	Japan
Religion:	Many different religions	Buddhism and Shinto
Language:	English	Japanese
Diet:	Red meat, potatoes, milk, vegetables, coffee	Rice, fresh vegetables, fruits, seafood, and green tea

	U. S.	Japan
Age/History of country:	200+ years old Democratic government	2000+ years old *12th to late 19th century Feudal System *1946 beginning of basic human rights and democratic government
Social Organization:	The individual is viewed as more important then the group; society is focused on the individual and achievement of the individual	Society is group oriented, leaders seek consensus loyalty to the group and one's superiors take precedence over personal feelings. Vertical inferior/superior relationships determined by educational level and instituion, seniority and achievement.

	U. S.	Japan
Family:	Foundation of American society. High divorce rate, increasing number of single parent families.	Foundation of society in Japan, bound together by a strong sense of obligation and duty. Low divorce rate.
Transportation:	Majority own cars.	Majority use mass transit (15% use own cars.)
Education:	Inquiry oriented *Free and compulsory to 16 years of age. *Higher education available to the masses.	Content oriented *Free and compulsory to15 years of age. *Waiting list for major universities.

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Transparency 2c

	U. S.	Japan
Clothing:	Diversity of business dress. Dress is generally an individual choice.	Business Dress *Generally white shirt and tie for all. *Groups dress in a uniform way.
Housing:	Diversity of housing with more single family homes. More in poverty conditions and homeless.	Small homes with majority living in highrise apartments. Few homeless or in poverty condition.

Types of Cultures:

High Context:		Low Context:
Long collective history	vs	Relative youth as a country
Uniform religious beliefs	vs	Diversity of religion
Identification with wars and major historic events	vs	Identification with a few histroric events and the present

High Context:		Low Context
Many rituals, ceremonies and festivals	vs	Few historic holidays based on historic events
People interested in "where you are from"	vs	"What do you do for a living"

A Student Activity
for
Infusing an International Perspective
into an
Production Agriculture Unit
Agricultural Products and Processing Unit,
or Agricultural Marketing Unit

Food Products and Culture

Purpose

The main purpose of this activity is to help students appreciate the connection between food and culture and how this inter-relationship impacts trade with other countries.

Food Products and Culture

Plan of Action

Student Performance Objectives:

1. Identify the countries that appear to have the greatest market potential for U.S. agricultural products.

2. Identify the primary foods consumed by the people in selected countries.

3. Describe popular recipes for selected meals for five countries that are likely to be excellent markets for U.S. food products.

Procedures for Instruction:

1. Prior to teaching this lesson, the teacher should select the country or countries to be studied. The best projected markets for U.S. agricultural products are shown in Transparency 1. The top five countries are Japan, Taiwan, Canada, Hong Kong and South Korea.

2. A variation on the procedure in number 1 above might be to have students select the countries they wish to investigate.

3. Have students select one of the best potential market countries for U.S. agricultural products and determine the customs, diets, and lifestyles. It may be appropriate to place students in small groups and have them prepare and give oral reports based on information they can obtain in the school library.

4. Invite students to eat at a Japanese, a Korean or some other type of restaurant.

5. Have students locate popular recipes for the five countries that are likely to be excellent markets for U.S. agricultural products. Have each student bring one ingredient for the recipes. Have the class prepare and sample the meal. A variation might be to work with the Home Economics Department and prepare a meal together for the class.

6. Have students locate popular recipes for the five countries that are likely to be excellent markets for U.S. agricultural products. Take the students to a large grocery store and identify the various products that are available and where the products may have been produced.

7. When completing all activity steps, review the major points of the lesson.

Materials Needed for Instruction:

1. Overhead Projector and Transparencies

2. World Map or Globe

3. Access to the school library

4. Recipes and ingredients listed (May be in cooperation with Home Economics Department in the school).

Evaluation Activities and/or Questions:

1. List the countries likely to be major buyers of U.S. agricultural products during the next 10 years.

2. List the primary foods consumed by people in selected countries.

3. Describe how selected food is prepared and consumed in various countries.

WHICH COUNTRIES ARE THE BEST PROSPECTS FOR U.S. AGRICULTURAL EXPORTS?

Rank	Country	Rank	Country
1	Japan	11	Brazil
2	Taiwan	12	France
3	Canada	13	Pakistan
4	Hong Kong	14	Turkey
5	South Korea	15	Venezuela
6	Soviet Union	16	Iraq
7	Italy	17	Sweden
8	West Germany	18	Mexico
9	United Kingdom	19	Colombia
10	Spain	20	Egypt

Source: Foreign Agricultural Service. Foreign Agriculture, Vol. 26, No. 2. Washington, D.C.: U.S. Department of Agriculture, February 1988.

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Transparency 1

PROJECTED U.S. AGRICULTURAL PRODUCTS NEEDED BY JAPAN

* High-Value Products (produced and packaged based on consumer demands)
* Coarse Grains and Soybeans
* Forest Products
* Bull and Boar Semen
* Frozen Foods

Source: Foreign Agricultural Service. Foreign Agriculture, Vol 26, No. 2. Washington, D.C.: U.S. Department of Agriculture, February 1988.

Transparency 2

PROJECTED U.S. AGRICULTURAL PRODUCTS NEEDED BY TAIWAN

* Fruits and Nuts
* Beef and Poultry
* Wine and Beer
* French Fries
* Wood Products
* Feed Grains
* Soybeans

Source: Foreign Agricultural Service. Foreign Agriculture, Vol 26, No. 2. Washington, D.C.: U.S. Department of Agriculture, February 1988.

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PROJECTED U.S. AGRICULTURAL PRODUCTS NEEDED BY CANADA

* Fruits and Nuts
* Vegetables
* Grocery Items
* Cotton
* Fast Foods

Source: Foreign Agricultural Service. Foreign Agriculture, Vol 26, No. 2. Washington, D.C.: U.S. Department of Agriculture, February 1988.

PROJECTED U.S. AGRICULTURAL PRODUCTS NEEDED BY HONG KONG

* Fruits and Vegetables
* Furskins
* Poultry and Beef
* Grocery Items
* Bread and Pastas
* Forest Products

Source: Foreign Agricultural Service. Foreign Agriculture, Vol 26, No. 2. Washington, D.C.: U.S. Department of Agriculture, February 1988.

Transparency 5

PROJECTED U.S. AGRICULTURAL PRODUCTS NEEDED BY SOUTH KOREA

* Forest Products
* Cattle Hides
* Leather
* Fruits and Nuts
* Juices
* Turkey and Poultry

Source: Foreign Agricultural Service. Foreign Agriculture, Vol 26, No. 2. Washington, D.C.: U.S. Department of Agriculture, February 1988.

Elimination of Quantitative Import Restrictions Decided by Japan in 1988

Item	Effective Date
Fruit puree and paste (non-citrus)	Oct., 1988
Fruit pulp (apple, grape, and peach)	Oct., 1988
Baby food juice	Oct., 1988
Lentils and chickpeas	Oct., 1988
Processed cheese	Apr., 1989
Non-citrus fruit juices other than apple, grape, or pineapple	Apr., 1989
Tomato juice	Jul., 1989
Tomato catsup and sauce	Jul., 1989
Whipped cream in pressurized containers;	
high-value-added dairy products such as	Oct., 1988
frozen yogurt and ice cream, and pasta	Apr., 1990
Beef and pork prepared products	Oct., 1988
	Apr., 1990
Certain sugar and sugar liquids	Apr., 1990
Fruit puree and paste (citrus)	Apr., 1990
Fruit pulp (citrus)	Apr., 1990
Prepared and preserved pineapple	Apr., 1990
Apple, grape, and pineapple juice	Apr., 1990
Prepared products made mainly from sugar	Apr., 1990
Beef	Apr., 1991
Oranges, fresh	Apr., 1991
Oranges, temporarily chilled	Apr., 1991
Orange juice	Apr., 1991

Source: Satoru Sashiwagi, Director of the International Liaison Office, International Affairs Department, Economic Affairs Bureau, Ministry of Agriculture, Forestry and Fisheries, Chiyoda-Ku Tokyo.

Handout 1

Information Sheet
Food Products and Culture

The future of the U.S. agricultural and food industry is dependent to a large extent on the export market. The American people are not going to be eating much more than what they are currently eating. Therefore, in order to maintain a strong U.S. agricultural and food industry, it is crucial that we expand our agricultural export markets. According to the Foreign Agricultural Service, U.S. Department of Agriculture (1988), the best future markets for U.S. agricultural products are shown in Transparency 1. Considering that Japan is projected to be the number 1 market for U.S. agricultural products, it is important to understand and appreciate the diet of the Japanese. This would also apply to other countries that are projected to be good export markets for U.S. agricultural products. The Japanese diet consists of largely rice, fresh vegetables, seafood, and fruits. Although rice and Japanese tea are part of almost every meal, many people enjoy breakfast and lunch in Western style (toast and coffee, etc.). Sushi (uncooked fish) and sukiyaki (chopped meat and vegetables) are popular Japanese dishes.

Shown in Transparency 2 are projected U.S. agricultural products needed by Japan. Considering that Japan's population in 1988 was about 125 million (7th largest in the world) and has limited land area for producing agricultural products, coupled with their diet and favorable economic conditions, Japan is considered an excellent future market for U.S. agricultural products.

Additional reasons why Japan is an excellent market for U.S. agricultural products is due to trade agreements between the two countries. In 1988, Japan decided to eliminate quantitative restrictions for a large number of products and these are shown in Handout 1. As shown, most of these products are related to the Japanese diet.

The Japanese have the highest life expectancy in the world - 76 years (74 in the U.S.). One reason why the Japanese live so long is due to their diet. Other factors include the retiring of most Japanese at the age of 55, exercising, the opportunity to work for one employer during one's lifetime, and other social factors.

Shown in Transparencies 3 to 6 are projected U.S. agricultural products needed by Taiwan, Canada, Hong Kong, and South Korea. The diets of people and needed agricultural products in these countries will also have an impact on U.S. agriculture.

A Student Activity
for
Infusing an International Perspective
into Units of Instruction in
Agricultural Education

American and Japanese Supervised Experience Programs

Purpose

The main purpose of this activity is to compare and contrast Japanese student supervised experiences in agriculture with U.S. student supervised experiences in agriculture.

Supervised Experience Programs

Plan of Action

Student Performance Objectives:

1. Identify major characteristics of Japan's agricultural high school supervisedexperience programs.

2. Compare and contrast Japanese agricultural experience programs and U.S. supervised agricultural experience programs.

Procedures for Instruction:

1. Brainstorm a list of the major characteristics of supervised experience programs in U.S. agricultural education programs. (This procedure can be conducted after instruction has been given regarding supervised occupational experience programs (SOE or SAE). Students will then be prepared to list the major characteristics).

2. Share major characteristics of Japanese high school agricultural education experience programs. Share the information in the Fact Sheet in this activity's description materials.

3. Suggested Variations:

   This activity could be made more personalized and therefore more interesting to students by adding to it one or both of the following supplementary activities:

   A. Teacher-to-teacher correspondence:

      The teacher corresponds with a counterpart Japanese agriculture teacher to inquire about the nature of and status of the experiential learning component of the agriculture program in the counterpart Japanese school. Some sample questions which might be asked are listed in the supplementary materials to this action plan. Teachers may want to contact the National FFA Center for a directory of teachers in Japan or a contact person - ie. National Advisor.

   B. Student-to-student correspondence:

      Students in the class could obtain the name of a counterpart student in a Japanese agricultural high school and correspond with that person about their agricultural education experiences including SOE. The teacher should set the stage for this through preliminary correspondence with an appropriate teacher in a Japanese agricultural high school.

4. This activity may be an excellent means to develop a "pen pal" relationship with a chapter of the FFJ. This activity would be the basis of the beginning of an international FFA-FFJ chapter relationship.

5. Develop a chart and/or bulletin board to depict the major similarities and differences between Japanese SOE/SAE and U.S.A. SOE/SAE.

Materials Needed:

World Map
Copies of the Fact Sheet
Japanese Contacts (Call or write National FFA Center)

Evaluation Activities and/or Questions:

If the teacher chooses to have students initiate student-to-student correspondence with Japanese counterparts as part of this activity, one form of evaluation is to examine and critique the letters written and note the content.

Questions such as those which follow can be asked orally as part of the discussion or in writing in a unit or lesson quiz to determine whether the student has assimilated concepts and/or salient facts:

What is experiential learning? List three forms that it takes in agricultural education in Japanese agricultural high schools?

Of all the forms of experiential learning that are associated with Japanese agricultural high school programs, which is used by most students? How does this compare with the situation in our school?

What are 3 of the major programs or areas of study found in Japanese agricultural high schools? How does this compare with the curriculum in our school?

Supervised Experience for Students in Japan's Agricultural Education Program

Fact Sheet

The Japanese program of agricultural education centers around a flexible approach to providing individual experiential learning experience in agriculture for students.

A few Japanese agriculture students conduct traditional kinds of agricultural projects outside of school hours - usually at home on a family farm.

A few students conduct individual projects in the facilities on the school farm on their own time.

A few students work as non-paid school farm aides.

A few students work after school and weekends on the family farm.

Very few students work at paid jobs during the school year.

Quite a few students work on farms or other agricultural settings for a 10 day period of time during the summer break. These work experiences are arranged by the teacher who also supervises the students during this experience.

All students participate in hands-on practical laboratory and school farm experience as part of the regular instruction. For many students, this experience is the extent of their experiential learning.

Whatever form(s) it comes in, Japanese students' agricultural education experience program usually is very closely related to the program in which they are enrolled. In general, it can be said that students enroll in one of the following programs of agricultural education:

Agriculture: Focus is on production of rice,other cereals, field crops, livestock, dairy, poultry, aquaculture.

Horticulture: Focus is on the production of fruit, vegetables, and ornamental plants in outdoor settings as well as in greenhouses and shade houses, also includes Bonsai and floristry.

Forestry: Focus is on the care, management, and harvest of forests.

Landscaping/Gardening: Focus is on the design, installation and care of landscape. Includes turf and arboriculture.

Food Distribution: Focus is on food processing and marketing.

Food Chemistry: Focus is on nutrition, food processing, food safety.

While the production of livestock and the processing and marketing of meat products is a fairly important agricultural activity in Japan (second only to rice production), the number of farms and people engaged in this industry is relatively low. Perhaps it is for this reason that Animal Science is a relatively small part of the Japanese agricultural education curriculum and that relatively few Japanese students have livestock projects or other forms of animal-oriented experiential learning experience.

Note: This Fact Sheet was prepared by Warren Reed as a result of interviews with the National Advisor of the FFJ, Mr. Junichiro Chidani (July, 1989). It may be shared with students directly or used by the teacher to supplement various positions of an introductory lesson/unit on supervised experience programs.

Sample Questions for Use by U.S. Teachers and/or Students of Agriculture Corresponding with Japanese Counterparts

1. What is the percentage of students who:

    a. Engage in some form of SOE/SAE outside of school hours during the school year?

    b. Engage in some form of SOE/SAE at home?

    c. Are employed in agriculture settings during the school year?

    d. Are employed during their school break in an agricultural setting?

        _____ Paid _____ Not Paid

    e. Engage in some form of SOE/SAE outside of school hours but using school facilities:

        - With potential for personal fiscal gain.
        - For experience only.

    f. Have as their only agricultural experience the time they spend during class in laboratory or school farm experiences.

2. Does student performance in their SOE/SAE have any bearing on or relationship to their participation in FFJ?

3. What relationship does student performance in SOE/SAE have on the grade(s) they receive for the agriculture courses in which they are enrolled?

4. Are there fairs, exhibitions, livestock shows, or other events in which students can display the products of their SOE/SAE and compete for awards?

5. Are there FFJ awards for students who have enrolled in SOE/SAE?

Directory of Japanese High Schools of Agriculture and Principals

Contact the National FFA Organization International Office for information on contacts with teachers and schools in Japan. Write or call:

International FFA Programs
The National FFA Center
Mt. Vernon Memorial Highway
PO Box 15035
Alexandria, VA 22309-0035
Phone: 703-360-3600

A Student Activity
for
Infusing an International Perspective
into Units of Instruction in
Agricultural Education

Comparing the FFA & FFJ Organizations

Purpose

The main purpose of this activity is to help students understand the similarities and differences between FFA and FFJ and build an interest in Work Experience Abroad Programs.

Comparing the FFA & FFJ Organizations

Plan of Action

Student Performance Objectives:

1. Identify major characteristics of the FFJ Organization in Japan.
2. List the similarities and differences between FFA & FFJ.
3. Explain the Work Experience Abroad Program in the FFA Organization.

Procedures for Instruction:

This lesson may be most appropriate for students just entering into the study of agriculture and the FFA.

1. Brainstorm a list of activities and characteristics that students are aware of in the FFA. Put these activities and characteristics on the chalkboard.
2. Share the information sheet on the FFJ. Have students record information from this sheet to correspond with information listed on the chalkboard regarding the FFA.
3. Lead a discussion on the similarities and differences.
4. Share printed materials and information on the Work Experience Abroad program of the National FFA Organization.
5. Have students fill out a sample application to get them to think about the various possibilities for developing international linkages with other students.
6. Have students investigate the many new terms and information mentioned in the information sheet.

Materials Needed for Instruction:

Map of World
Copies of the information sheet
Work Experience Abroad Materials from National FFA Supply Service

Evaluation Activities and/or Questions:

Establish a point value for completing a "sample" WEA application.
What are the major similarities and differences between FFA & FFJ?
What are the major characteristics of FFJ?

References:

Work Experience Abroad Materials, National FFA Supply Service

Information Sheet

125,000,000 people in Japan. That is about one half the United States population crowded into an area the size of the State of Montana.

Agricultural Schools may have over 1000 students.
148,000 FFJ members (1/4 are active).
Over 426 FFJ Chapters

Leadership Contest in Public Speaking only, which is divided into four elimination contests:

Local School
Prefectural (similar to states)
Nine blocks of several Prefectures
National

A typical subject matter contest is - Forestry Identification (Common and Latin names), varieties, diseases, insects and equipment.

National Conventions move around from Prefecture (State) to Prefecture. The Convention lasts 3 days held four times per year.

Supervised experience in agriculture may be at home or in school and range from goldfish and turtles as pets to rice, cattle or forestry.

Prefecture and National dues are paid by the school, but local dues of 100 Yen (presently about 70 cents) is paid by the student.

Many expenses for travel, etc. are paid by the Prefecture.

The emblem consists of a picture of Mount Fuji, rice and a White Dove.

Mount Fuji designates the National scope of the organization.
Rice denotes common agricultural interest.
White Dove represents peace and prosperity.

FFJ recreational activities center around:

Volleyball
Baseball
Basketball
Soccer
Singing
Dance
Making Paper Crafts - Origami
Having ghost hikes in the mountains

Note: Information for this Information Sheet was provided by Bill Bartow as a result of an interview with Mr. Junichiro Chidani, National Advisor, FFJ, July, 1989.

A Student Activity
for
Infusing an International Perspective
into an
Agricultural Marketing Unit in
Agricultural Education

Commodities Marketing

Purpose

The main purpose of this activity is to help students understand the basic terms in commodity trading and trade policy.

Commodities Marketing

Plan of Action

Student Performance Objectives:

1. Identify terms related to marketing selected commodities.
2. Define terms and concepts related to marketing and trade policy.

Procedures for Instruction:

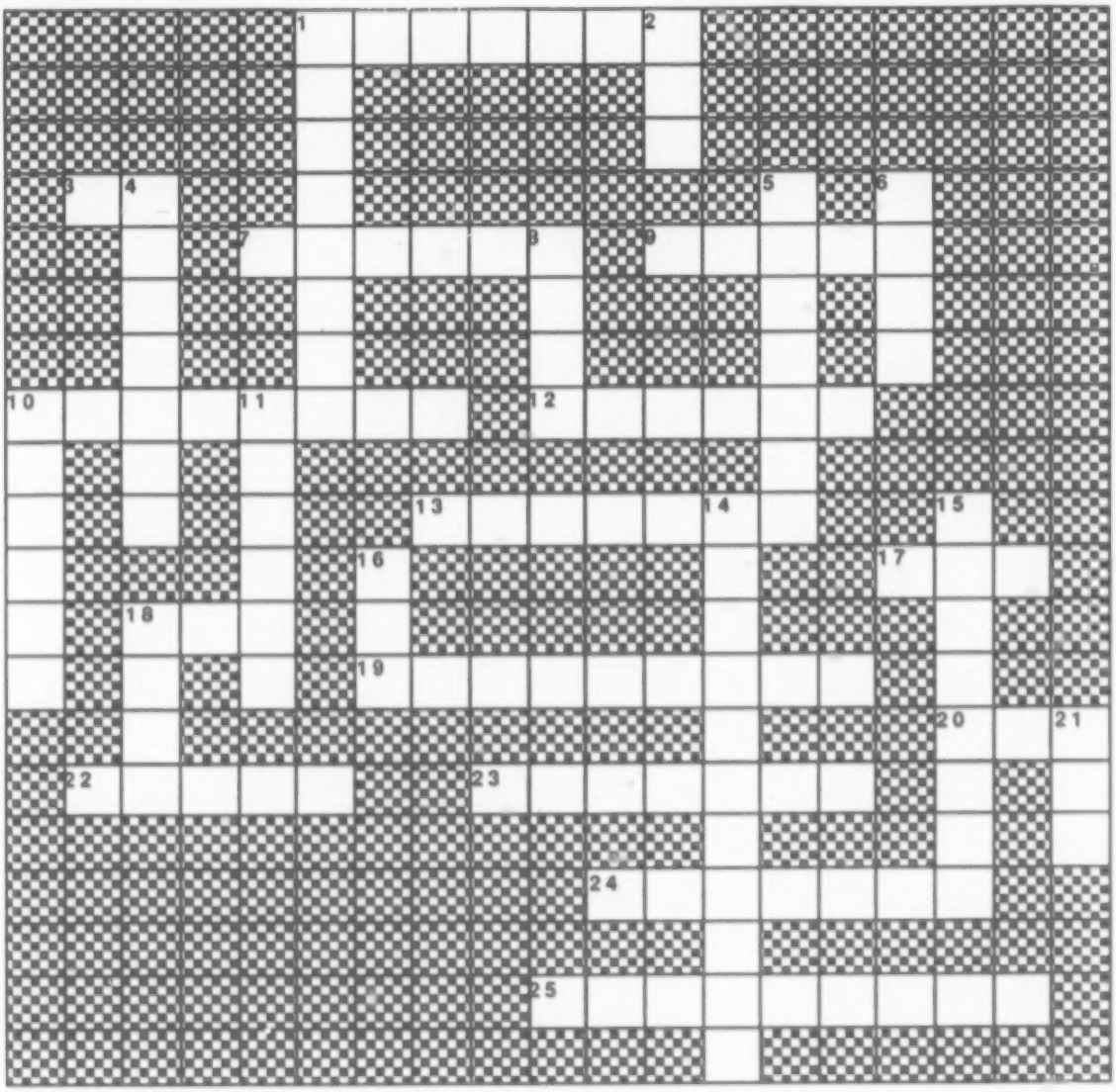
1. Brainstorm a list of terms related to commodities marketing and trade policy. Refer to texts and/or magazines.
2. Define each term. Have students research the meaning of each term. May want to divide students into small groups and have each group find definitions/explanations for each term.
3. Review terms and definitions as a class.
4. Have each group design a cross-word puzzle using the terms that have been defined.
5. A computer could be used to facilitate the construction of the learning puzzle. There should be a computer for each group of 2 to 3 people.
6. Have each group exchange their puzzles and have them attempt to solve each puzzle.
7. As a summary exercise, the attached puzzle could be used.

Materials Needed:

1. Computers
2. Copies of the cross-word puzzle

Evaluation Activities and/or Questions:

1. Establish points/grade for group activity.
2. Establish points/grade for completion of a puzzle of terms.



ACROSS CLUES

1. Zero quota on imported commodity
3. Major soybean producer
7. An accounting of a commodity being shipped
9. Limit placed on commodity
10. Factors other than price affecting supply or demand
12. Commodity buyers
13. Contract calling for the delivery
17. Nippon bucks
18. International Monetary Fund
19. Soybeans, corn, wheat
20. Cost, insurance, freight
22. Largest importer of soybeans
23. Purchase or sale of futures contract
24. An excess of commodity
25. Covers loss during shipping

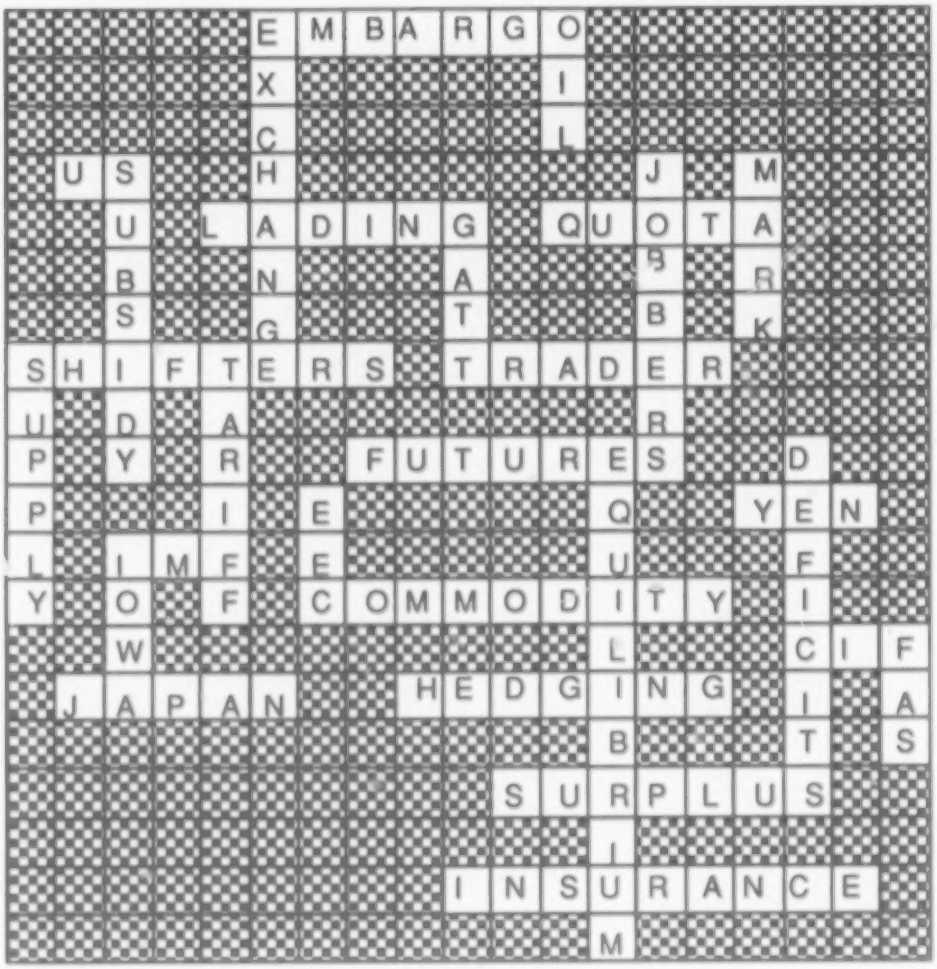
DOWN CLUES

1. 140 Yen to 1 dollar
2. OPEC trading block
4. Payment made to rice producers
5. Specialize in buying locally and delivering F.O.B. to shipper
6. 2.06/dollar
8. Reduced trade barriers, expanded trade and established quidelines
10. Commodity on hand or available
11. Tax on imported goods
14. Balance maintained
15. Difference between imports and
16. Important European trading block
18. Soybeans
21. Free alongside ship

WORD LIST: TRADE POLICY

CIF	COMMODITY
DEFICITS	EEC
EMBARGO	EQUILIBRIUM
EXCHANGE	FAS
FUTURES	GATT
HEDGING	IMF
INSURANCE	IOWA
JAPAN	JOBBERS
LADING	MARK
OIL	QUOTA
SHIFTERS	SURPLUS
SUBSIDY	SUPPLY
TARIFF	TRADER
US	YEN

ANSWERS: TRADE POLICY



A Student Activity
for
Infusing an International Perspective
into an
Agricultural Marketing Unit in
Agricultural Education

Japanese Rice Trade Policy

Purpose

The main purpose of this activity is to help students understand the Japanese trade policy related to a very important commodity: rice.

Japanese Rice Trade Policy

Plan of Action

Student Performance Objective:

1. Explain the major elements related to the Japanese trade policy.
2. Explain the role of "rice" in the Japanese system of agriculture.

Procedures for Instruction:

1. This information and associated activities would be appropriate for a marketing unit or a unit in which comparisons may be made between a U.S. crop such as corn and a Japanese product such as rice. Duplicate the Information Sheet and distribute to students.
2. Divide the class into small groups of students and have each group construct a display depicting the concepts presented in the information sheet. These displays could be in the form of pie charts and graphs made on the computer and displayed on a bulletin board. These displays could compare and contrast a U.S. staple crop like corn or wheat and a staple crop of Japan such as rice.
3. The small groups could do further research on the "rice policy" of Japan and report to the class or have this information as a supplement to the display or exhibit.
4. Small groups of students could be asked to organize and give a presentation to the entire class regarding the rice policy/issue or some segment of it.
5. A worksheet could be developed from the Information Sheet. The worksheet could be used as an encouragement for students to read the information sheet and discuss its content.
6. Utilize the school library to research more information about the importance of rice to Japan.
7. Invite a resource person to report on trade policy with Japan. Plan questions to ask resource person.

Materials Needed for Instruction:

1. Copies of the handout - Information Sheet
   Japanese Rice Trade Policy
2. Map of the World
3. Access to the school library
4. Access to computers

Evaluation Activities and/or Questions:

1. Assign point values to bulletin board displays.
2. Assign point values to group reports, worksheets.

References:

Handout entitled - "Information Sheet: Japanese Rice Trade Policy."

Information Sheet
Japan's Rice Policy

Food Security - A Very Real Issue

Japan, alone among developed nations, depends on imports for almost half of its food. Japan maintains a policy of self-sufficiency in only one commodity - rice. Even with its self-sufficiency policy for rice in place, Japan produced only 31% of its total needs for grains of all types in 1986, compared to 82% in 1960. Japan has a right to maintain adequate production of this central staple.

Japan is the largest net food importer in the world. Japan imported $11.133 billion in agriculture, forestry, and fishery products from the U.S. in 1987. In agricultural products alone, the U.S. trade surplus with Japan grew by more than $1 billion in 1987 to nearly $7 billion.

Rice - Its Central Role in Japan

The Economics

In Japan, nearly 80% of farm households (3.5 million) are engaged in rice production, compared to 0.5% (11,000) in the United States.

Rice accounts for 33% of farm output in Japan, compared to 0.7% in the United States (1986 figures).

Some regions of Japan are especially dependent on rice. In the Tohoku and Hokuriku districts, 51.1% and 68.8% respectively of farm output is rice.

Rice paddies are important to Japanese ecology. Japan is 70% mountainous with annual precipitation of 71 inches, three times the average precipitation in the United States. Paddy fields, with their 12 inch leaves, are a critical element in flood control and water management. Paddy fields in Japan currently hold 3.4 times as much water as dams.

Although Japan's rice farms are relatively small in size, they have high yields: almost twice the world's average yield and 1.1 to 1.2 times the yield of U.S. and European Community rice farms.

Japanese farmers are already facing hard times. The trend is toward fewer, larger farms but small farms (under 1 hectare) still make up 82% of all Japanese rice farms. The average U.S. farm is 150 times as large as the average Japanese farm. However, Japanese farmers are making efforts to expand their operations in order to achieve greater productivity.

For almost half (2.1 million) of Japan's farms, rice constitutes the primary farm revenue item, and for 1.8 million farms, rice accounts for over 80% of gross farm sales. Rice is the central pillar supporting Japan's farm economy.

The Japanese Diet:

The Japanese consume about 10.3 million tons of rice per year.

Japanese consumers get 28% of their daily calories from rice. U.S. consumers get only 19% from all grains.

Japanese rice consumption per capita is decreasing. As the Japanese diet becomes more Westernized, intake of fats and meats is increasing.

Facts About Producer Prices in Japan

Although Japan's producer price for rice is sometimes reporter to be 8-10 times the producer price in the United States, the producer price in Japan is actually 5.9 times higher than the producer price (target price) in the United States if U.S. price supports are taken into account. (1987 figures) The price the Japanese government pays producer has been strictly controlled and decreased 5.9% in 1987 and 4.6% this year.

The income of agricultural households in Japan is 84% of that of other sectors when a comparison is made on the basis of income per employed person.

Japanese government expenditures on rice control have been decreasing since 1983. Costs dropped by half in the past 5 years. Expenditures are 0.8% of the government's general account budget, the lowest ever.

Japan's rice production was 14.5 million metric tons in 1967, all of which was sold domestically or stored. Paid acreage diversion programs have controlled production since 1969. Production was reduced to 10.6 million metric tons by 1987. Japan does not dump its excess production on international markets.

Agricultural Trade

Japanese agricultural imports have been increasing and exports have been decreasing. The value of imports in 1987 was almost 20 times higher than the value of exports.

Japan recently opened its beef and citrus market to imports over the strenuous opposition of Japanese producers. This market could be much more valuable to the U.S. because of the growing importance of meat in the Japanese diet. Imports of meat grew 20% in 1987, before the market restrictions were lifted.

The Japanese People Support Japan's Rice Policy

A 1987 survey by Mainichi Shimbun, a national newspaper, showed that 67% of city dwellers felt that the price of rice was not high and 32% felt that it was low.

In 1987, 18 consumer groups representing a membership of 20 million, joined in a "Consensus of Consumer Organizations" opposing rice imports to Japan and calling for continuance of a policy of self-sufficiency in rice.

Within the last year, over 30 million Japanese have signed a petition stating their opposition to changing Japan's rice import policy.

Consumers are concerned about stable supplies of rice. A 1987 survey by the Prime Minister's office found that 70% of the population believes that food, or at least rice, should be produced domestically. Over 95% of the Japanese people say that they see rice as the staple of the Japanese diet.

Despite inflated claims by some critics, the consumer price for rice in Japan was 1.2 times that consumer price in the United States in 1981, and 3.0 times in 1987, with changes largely due to exchange rate fluctuations. The consumer price of rice in Japan is roughly

the same as the consumer price of rice in the European Community. The price the government charges for rice dropped 2.5% in 1988.

In the period 1975 to 1985, the consumer price index in Japan rose 56.9%, while the consumer price of rice rose only 19.9%. Since the 1986 crop, the consumer price for rice has been reduced steadily. Rice, although central to the Japanese diet, accounted for only 2.0% of total domestic spending in 1987. Food costs as a proportion of disposable income in Japan are 19.9%, only 3.3% higher than the U.S. figure of 16.6%. And Japanese consumers save at a rate approaching 20%.

Although rice provides 28% of the calorie intake of the average Japanese citizen, only 8.4% of household food expenditure is for rice.

The fact that rice is more expensive in Japan than in the U.S. is not remarkable. Prices in Japan are generally higher. A bowl of rice costs around .35 cents in Japan. In comparison:

A daily paper costs about 62 cents - more than twice the U.S. cost.

A cup of coffee in a simple restaurant costs around $2.31 - about three times the U.S. cost.

One gallon of gasoline costs $3.38 - three times as much as in the U.S.

Compared to the high prices of other goods in Japan, rice is relatively inexpensive.

The U.S. Rice Program

Costs of the Program

The U.S. rice program cost almost $1 billion last year.

Since 1985, when the marketing loan program was enacted, Commodity Credit Corporation (CCC) costs for the rice program have risen - from $649 million in FY 1985 to $940 million in FY 1986 and an estimated $1.24 billion for 1988.

The marketing loan program alone cost $205 million in FY 1986 and $490 million in FY 1987.

The marketing loan program started in 1986 and could cost $1.5 billion over five years.

The purpose of the marketing loan program is to export more rice. U.S. exports totaled 78 million hundredweight last year at a cost to the U.S. government of $6.29 per hundredweight - the world price for rice is less than that.

How the Program Works

Three subsidy programs exist for rice producers, two for rice exporters, and two programs help foreign countries by U.S. rice. Rice producers get subsidies if the price of rice is too low for them to sell at a profit (CCC deficiency payments); they get subsidies through low interest loans which need not be repaid in full if the world price for rice is low (marketing loan); producers can get subsidies for not planting as much rice as they otherwise might (diversion payments); exporters get government money to help promote U.S. rice abroad (Targeted Export Assistance or TEA program); exporters can also get government

commodities to add to their exports to targeted countries (Export Enhancement Program or EEP); they get the benefit of government credit guarantees for foreign buyers who could not afford U.S. rice otherwise; P. L. 480 crops go to developing countries. Producers in California also get federally subsidized water.

In 1986, ten of the largest rice farm received over $1 million each. Forty other farms were paid $400,000 or more.

Rice producers get an average of $55,000 per year in subsidies, as compared to $24,000 for other producers.

In 1986, 71.7% of rice producer gross returns were income from government payments - this statistic, known as a Producer Subsidy Equivalent (PSE), compares to an average of only 24.6% for 12 commodities from 1982-1986. The PSE for rice in 1984 was only 31.9%, less than half of the 1986 figure. Rice has the third highest PSE of any U.S. farm commodity.

Proponents of the marketing loan program say increasing markets for U.S. rice would bring the price up, but instead foreign producers are forced to sell at lower prices to protect their markets. Prices dropped by half after the marketing loan program went into effect and only rose again after the drought in Thailand affected world production.

The way the rice program is structured, the more rice the U.S. produces, the more it will cost taxpayers to pay the subsidies.

The Rice Market

Although the volume of rice exports did increase from FY 1985 to FY 1986 when the marketing loan program started, the value of exports actually dropped because the program had the effect of lowering the world price. The U.S. exported 2,382,246 metric tons of rice in FY 1985 and 2,453,972 tons in FY 1986. However, the value of 1985 exports was $648 million while for 1986 the value was only $551 million.

It is a basic fact that most rice is consumed where it is produced. From a global point of view, rice is not an international commodity, thus only about 4% of world rice utilization is traded internationally. Small changes in production or suppliers can have large effects.

Thailand, the main competitor to the U.S. for rice markets, does not subsidize rice production.

The U.S., while criticizing foreign countries' subsidies and import restrictions, subsidizes its rice industry heavily, not to ensure a secure supply for domestic consumers, but simply to gain a larger share of the world market. Only 87,000 metric tons of foreign rice, about 2% of total U.S. use, came into the United States in 1987.

Rice is grown, almost exclusively, in only six states.

Prepared by Arter & Hadden, 1919 Avenue, N.W., Washington, DC 20006, registered agent for The Central Union of Agriculture Co-operatives. A copy of this material is available for inspection at the Department of Justice, Washington, DC. Registration does not indicate approval by the U.S. Government (1989).

Resource List for Internationalizing the Agriculture Curriculum

1. "Introduction to International Trade" (Intercom #80) - An activity-oriented approach to international trade. Focuses on the US-Japan trade relationships and examines why nations trade, the effects of trade, global production systems, and alternative government policies. Published jointly with the American Forum; Grades 7-12 for economics. 64 pp. $7.50 - Available from SPICE - Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen St., Stanford University, Stanford, CA 94305-5013, Phone 415-723-1114.

2. 1989 Yearbook of Agriculture: Marketing U.S. Agriculture. USDA. Available via US Congressmen/women - Senators and Representatives can obtain for teachers.

3. "A Look at Japanese Culture Through the Family: A Case Study Activity" by Lynn Parisi, ed. An instructional unit which allows students to use family life in Japan to learn about traditions and social institutions. $6.00 - Available from Rocky Mountain Region Japan Project, 855 Broadway, Boulder, CO 80302, Phone 303-492-8154.

4. "Japan and the United States as Trading Partners." A workbook designed for young students (middle school). Prepared by the Joint Council for Economic Education, the materials are designed to teach fundamental economic principles to students and to provide a basic introduction to the American economic system and its relationship to the world economy. Available for $17.50 from Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.

5. "Japan: Geography, Cuisine and Culture." An instructional unit for grades K-12 which introduces students to Japanese cooking, sources of food, and the geographical and climatic conditions which control the choice of food and methods of cooking. Available for $4.00 from: Outreach Program, Council on East Asian Studies, Yale University, Box 13A, Yale Station, 85 Trumbull Street, New Haven, Ct 06520.

6. "Statistics" - A small pamphlet of statistics on almost every aspect of Japan's economy. This pamphlet is published yearly by the Keizai Koho Center in Japan, Tokyo, Japan. It is sent airmail at the cost of $5.00 (for the pamphlet and the postage). This publication is essential for all teachers who wish to update the statistics regarding various aspects of the Japanese society.

7. "Technical Education at Japanese High Schools" - A text, 60 slides and one cassette for grades 7-12. The Japan Today Series, provides a view of modern Japanese system of technical education at the country's agricultural, fishery, and industrial and commercial high schools. Available from New England Programs for Teaching About Japan, Five College Center for East Asian Studies, 8 College Lane, Smith College, Northampton, MA 01063, Phone 413-585-3751.

8. "Daily Life and Work Life in Japan Today." A text, 100 slides and one cassette for grades 7-12. Shows Japanese life from the aspect of industry and daily activities. Agriculture is highlighted. Available through same firm as listed in #7 above.

9. "An American Businessman in Japan." A 30 minute VHS in color suited for grades 9-12 and adult. Focuses on American business practices which do not necessarily even try to meet the tastes and needs of Japanese consumers. Available through same firm as listed in #7 above.

10. "A Small Business." A 30 minute VHS in color suited for grades 9-12 and adult. Presents the challenges a small business faces in Japan in view of foreign competition. Available from same firm as listed in #7 above.

11. FAS - Publications, Foreign Agriculture Service, USDA.

12. Agricultural Situation Report for Japan, USDA.

13. Agriculture Exporter Magazine, FAS, Foreign Agriculture Service.

14. Japan Agro-Info Newsletter.

Supplementary Materials for Teaching an International Perspective in Agriculture

Charts - Table of Contents

Chart 1

"The World Rice Market: Small and Volatile," World price, production, world trade, and U.S. exports, 1983/84 - 1987/88.

Chart 2

"Change in U.S. and Japan Expenditures on Rice Program," Percent change since 1980.

Chart 3

"Zen-noh and Japan: Stable Purchasers of U.S. Grain," U.S. exports to the World; to Japan; and through Zen-noh Grain.

(Zen-noh, owned by Japan's farmer co-operatives, is an affiliate organization of Zenchu and a major importer of U.S agricultural products to Japan. Zen-noh operates a grain elevator in New Orleans that exports over 8 million metric tons of U.S. corn, sorghum and soybeans annually).

Chart 4

"Zen-noh and Japan: Large Volume Customers of U.S. Grain," 1987 U.S. exports of corn and soybeans to the world, to Japan, and through Zen-noh.

Chart 5

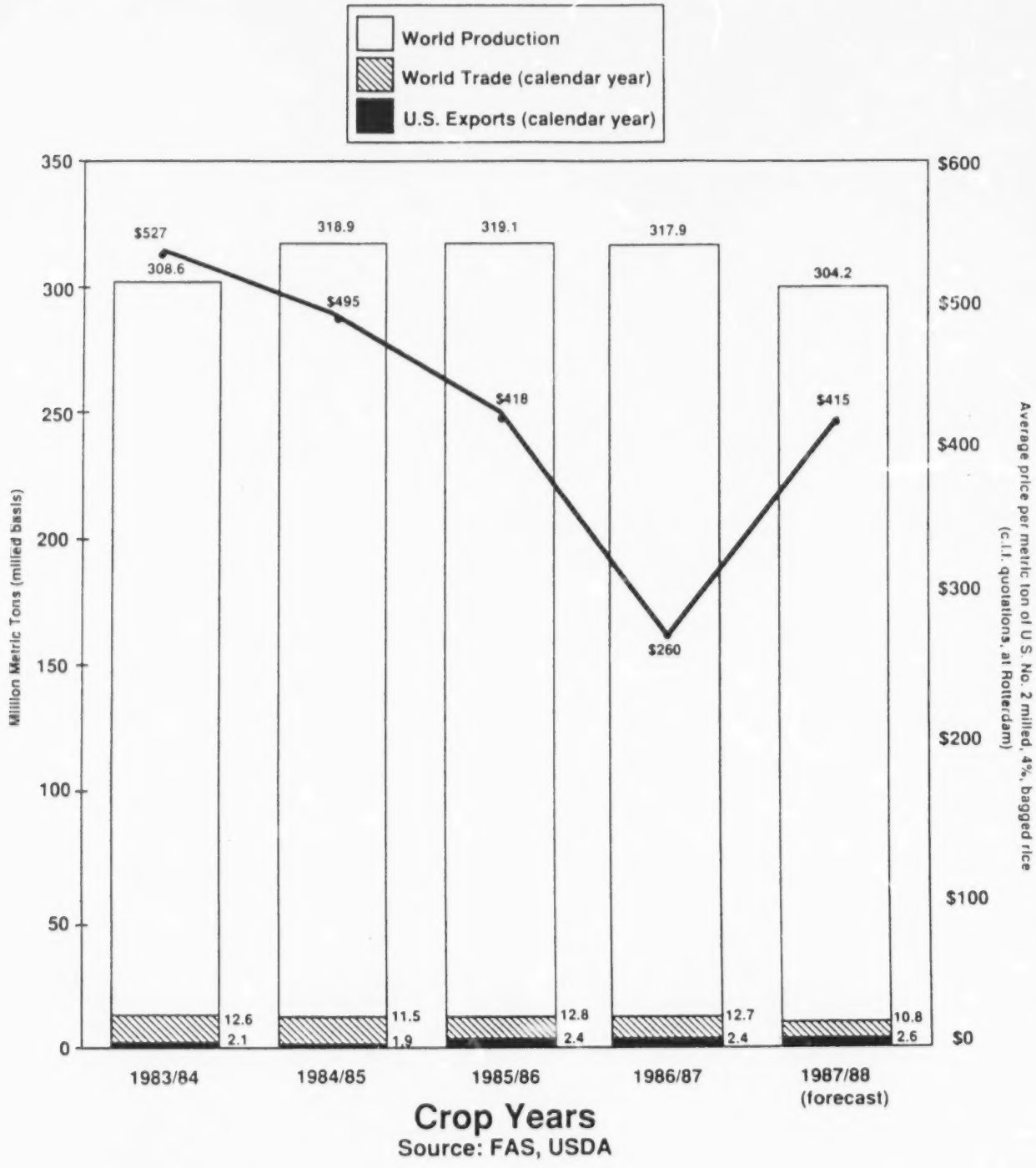
"Japanese Consumer Favor Self-Sufficiency," Results of a survey by the Prime Minister's Office.

Chart 6

"Japanese Perception of the Importance of Rice," Results of a survey by the Prime Minister's Office.

The World Rice Market: Small and Volatile

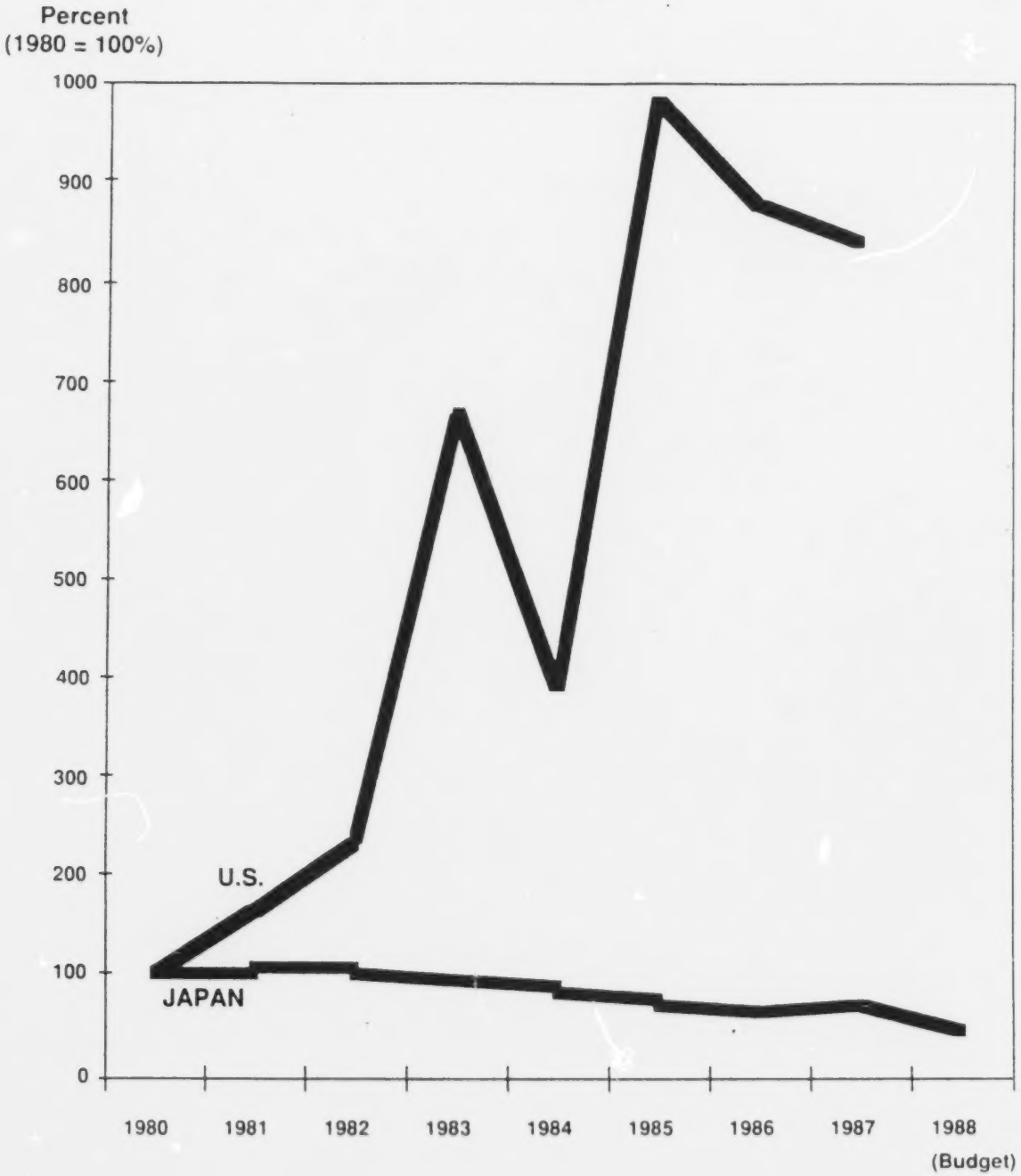
Price and Production



Source: FAS, USDA

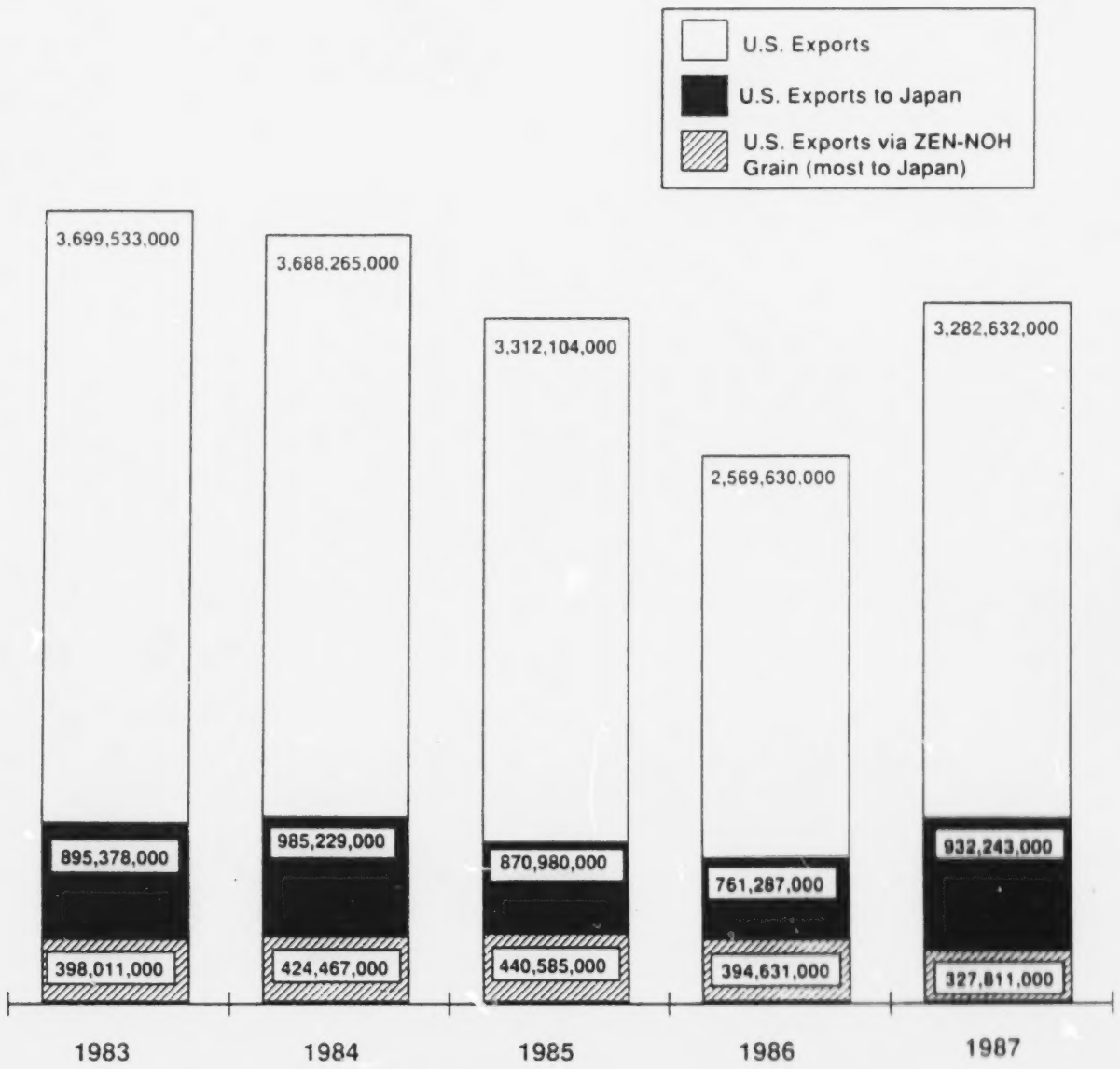
Change in U.S. and Japan Expenditures on Rice Programs

Since 1980



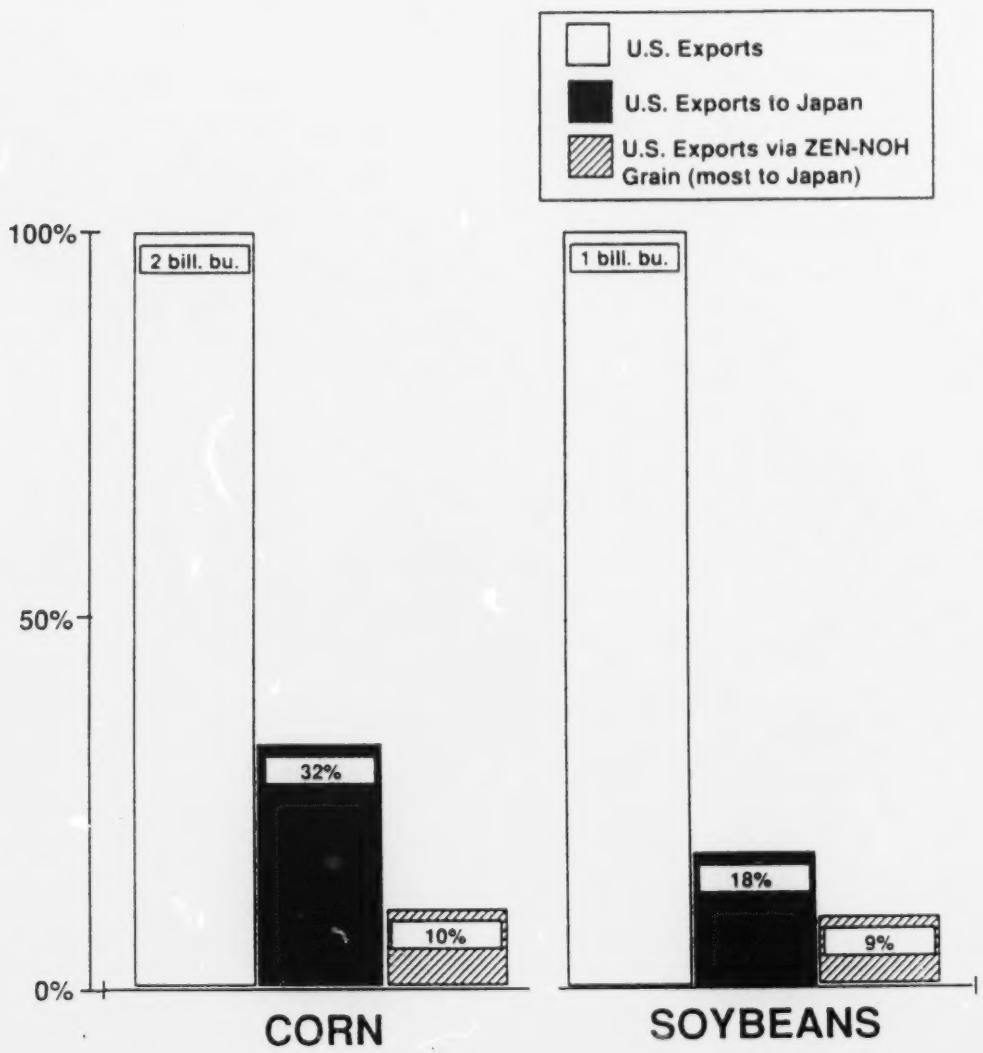
(Based on U.S. and Japan Government Data)

ZEN-NOH AND JAPAN: STABLE PURCHASERS OF U.S. GRAIN



Totals include corn, soybeans and sorghum
(Numbers in bushels)

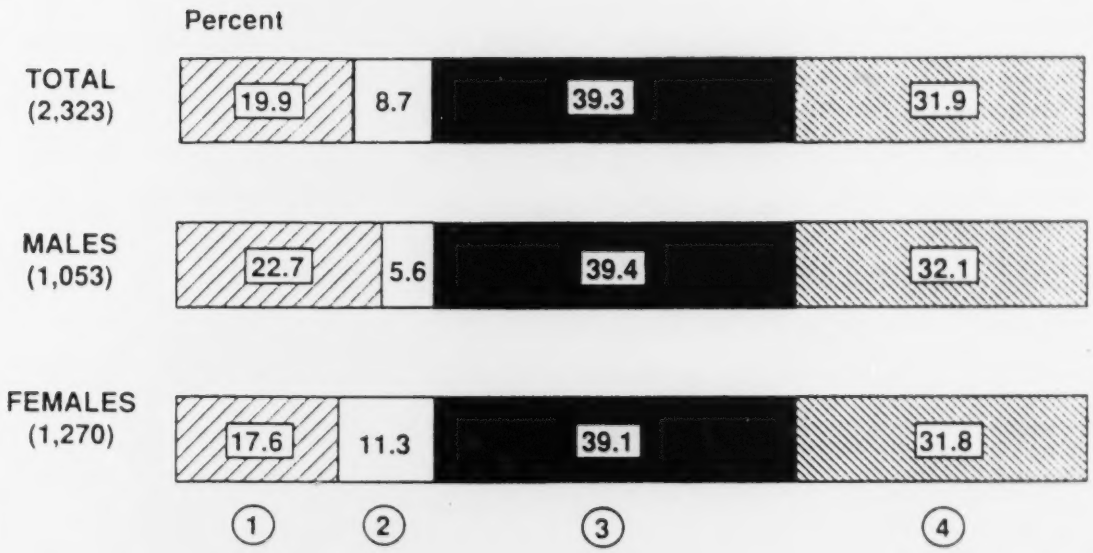
ZEN-NOH AND JAPAN: LARGE VOLUME CUSTOMERS OF U.S. GRAIN
1987 U.S. Exports



Japanese Consumers Favor Self-Sufficiency:

Answers to a survey by the Prime Minister's Office

"Where should food be produced?"



1 It is better to import cheaper food.

2 I don't know.

3 At least basic food, like rice, should be produced domestically.

4 Food should be produced domestically.

Japanese Perception of the Importance of Rice

Answers to a survey of Japanese citizens by the Prime Minister's Office

"Do you think that rice is the most suitable staple food for the Japanese people?"